**Examination of Lesson Plans:** Lessons have been examined to analyze how objectives and activities have addressed the components of Bloom’s Revised Taxonomy and Gardner’s Multiple Intelligences.

**Revised Bloom’s Taxonomy**

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| **Remembering** | **Understanding** | **Applying** | **Analyzing** | **Evaluating** | **Creating** |
| (Retrieving, recalling, or recognizing knowledge from memory.) | (Interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.) | **(**Carrying out or using a procedure through executing, or implementing**.)** | (Differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts.) | (Making judgments based on criteria and standards through checking and critiquing.) | **(**Reorganizing elements into a new pattern or structure through generating, planning, or producing.) |
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| **Lesson 1** | | | | | |
| Students will get to know their instructor and other students through beginning of the year ice-breaking activity and recall knowledge about themselves for personal introduction. | Students will name and classify the various places designers put darts on a bodice. | Students will use procedure to participate in following directions, project preparation, and orderly dismissal after a group activity | Students will analyze dress form templates to determine if they would like to alter or personalize their appearance. | Students will evaluate the principles of design: form, line, color etc. to determine how they can be used in fashion design when they are determining what kind of patterns they want to create. | Students will create a mood board. |
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| **Lesson 2** | | | | | |
| Students will remember and recall knowledge of previous lesson: charting dart locations on the dress form. | Students will explain principle one of dart manipulation. | Students will follow a procedure to move darts to ten different locations on the body. | Students will separate components for dart manipulation and organize worksheets, directions for dart manipulation and analyze ten dart models in their patternmaking copybooks. | Students will evaluate the procedure for dart manipulation and check their models against examples to judge if they achieved success. | Students will create ten miniature one dart models. |
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| **Lesson 3** | | | | | |
| Students will retrieve prior knowledge of dart manipulation to recognize how they can repeat dart activity using an alternate method. (i.e. substituting slash-spread for pivotal transfer and vice versa) | Students will interpret two dart pattern information they receive to make inferences about its importance, compare how it’s different/similar to one dart patterns and explain its characteristics. | Students will follow a step based procedure to execute an example of how to turn a one dart pattern into a two dart pattern during classroom demonstration. | Students will analyze terminology sheets to organize information into sample test/quiz questions and review bingo cards. | Students will evaluate portfolio and make judgments with instructor to determine rate of success. | Students will manipulate two dart patterns and relocate darts to create six miniature models of new patterns using the pivotal-transfer technique. |

**Gardner’s Multiple Intelligences**

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| **VERBAL-LINGUISTIC** | **LOGICAL-MATHEMATICAL** | **VISUAL-SPATIAL** | **BODILY-KINESTHETIC** |
| Presenting classroom demonstrations of dart manipulation, verbal directional cues for set-up/closure activities and discussion of portfolio between teacher and student during assessment. | Following numbered process and directions to create models and learn the slash-spread and pivotal-transfer technique. | Sketching ideas to create a mood board, creating models from paper and assembling a dart manipulation book that is visually pleasing to student. | The activity of cutting out templates and physically making models by manipulating darts around the dress form. Using the correct technique students make one dart and two dart miniature models. |
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| **MUSICAL** | **INTERPERSONAL** | **INTRAPERSONAL** | **NATURALISTIC** |
| Playing background music during the art making process to stimulate creativity. | Sharing and discussing mood boards, finished dart models, and group review activities. | Students relating how they felt about engaging in dart manipulation, creation of a mood board, terminology and portfolio in relationship to self-esteem | Students who are naturalistically inclined can draw design inspiration from nature. |